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called to the fact that the chief interests of American college students are in the direction of so-called college activities rather than that of education.—Edgar W. Knight.

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HANDBOOK OF ENGLISH COMPOSITION. Second Revised Edition. By Luella Clay Carson. Cloth. xii + 266 pages. Price \$1.28. Yonkers-on-Hudson, New York: World Book Company.

The purpose of this book is to train the student in accuracy and effectiveness in the essentials of English composition, and the ready, rapid, and unconscious use of correct forms. It presents the main requisites of good English in such compact and usable form that it becomes a code for accurate expression.

The book contains many valuable suggestions and clear explanations of confusing points and this way it seeks to assist the student in learning the rules or laws of grammar and rhetoric.

Separate chapters deal with capitalization, punctuation, italics, abbreviations, syllabication, compounds, spelling, construction and criticism, mechanical aids and processes, letter-writing, and copy for the printer. The appendixes contain useful information on poetic forms; synonyms, antonyms, and homonyms; words often mispronounced; a few common errors; business forms; and theme correction. There is also a complete bibliography.—E. W. K.

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LABORATORY MANUAL OF ENGLISH COMPOSITION. By Stanley R. Oldham, principal of the high school at Norwood, Massachusetts. Cloth. viii + 148 pages. Price \$1.20. Yonkers-on-Hudson, New York: World Book Company.

The aim of this book is to develop the power to speak and to write good English by making the high school student an independent worker in the field of oral and written expression. This is accomplished by means of the well selected and organized assignments that seek to train the student in investigating and collecting data, to give him practice in arranging material, to enable him to recognize and appreciate educating values in literature, and to offer him a large number of opportunities to apply what he has learned in active work.

The book is one of assignments, not of definitions. The trenchant explicit assignments are what students want. In addition, the student is taught how to carry out the directions. Many of the exercises are definite and lead to definite goals.

The book aims to be comprehensive, hence the course may be made as difficult or as easy as the teacher desires. It is planned to meet the requirements of classes working under widely different conditions.

Owing to the flexibility of the scheme, it may be used for a two-year, a three-year, or a four-year course.—E. W. K.

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TERMAN GROUP TEST OF MENTAL ABILITY. By Lewis M. Terman, Professor of Educational Psychology, Leland Stanford Junior University, joint author of the National Intelligence Tests (to be published by World Book Company in August, 1920) and of the army mental tests, also author of the Stanford revision of the Binet-Simon scale and a number of books on the measurement of intelligence. Examination booklets (12 pages; Forms A and B with ten tests each and with 185 items each. Scoring Keys for both forms, and a Manual of Directions (8 pages). Price per package of 25 booklets including Scoring Key and Manual of Directions, \$1.60 net. Specimen Set, 15 cents postpaid. 1920. Yonkers-on-Hudson, New York: World Book Company.

This test is unique in many respects. It is especially designed for high schools, though it may be used as low as Grade 6 and as high as the freshman year in college. Each of its 886 items was measured against a very complete, composite outside criterion. Tryouts resulted in a reduction of 370 items, each helping to differentiate bright pupils from dull ones. The items retained are thus more highly selected than will be found in any other group mental test.

The directions for giving the test are extremely brief and can be mastered by any teacher in a few minutes. The procedure is unusually simple. The size of the booklets makes it possible to test pupils in an auditorium or any other room not equipped with desks.

The test can be given in thirty-five minutes. The pupil does no writing. The typographical arrangement affords ready interpretation and promotes ease of scoring. The Scoring Keys, which aid in the rapid and accurate grading of the test, are especially convenient to use, as the backs have the rules for scoring the tests to which the key corresponds.

It is immaterial which form is used first.

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COMMON SCIENCE. By Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois. A new kind of junior high school science textbook based upon what children want to know. Cloth. xvi + 390 pages. Illustrated. Price, \$1.60. Also

MANUAL OF INFORMATION FOR THE TEACHER. Paper. 24 pages. Price, 20 cents. Yonkers-on-Hudson, New York: World Book Company.

Rather than decide what children ought to know the author has found out what they want to know, and answered their questions in direct, interesting style without departing from strict scientific truthfulness. The foundation on which the book was built was a collection of about 2,000 questions asked by children